

POWDERSVILLE ELEMENTARY

139 Hood Road
Greenville, SC 29611

GRADES 3-5 Elementary School

ENROLLMENT 376 Students

PRINCIPAL Debra T. Gill 864-269-4431

SUPERINTENDENT Dr. Wayne Fowler 864-847-7344

BOARD CHAIR Mr. Fred Alexander 864-947-9346

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
16	11	1	0	0

IMPROVEMENT RATING:

GOOD

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	N/A	N/A	N/A
2002	N/A	N/A	N/A
2003	Excellent	Unsatisfactory	Yes
2004	Excellent	Good	Yes

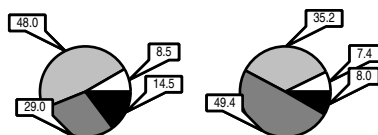
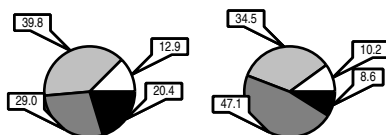
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

66.7%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	372	100.0	7.4	35.2	49.4	8.0	70.7	Yes	Yes
Gender									
Male	192	100.0	9.8	32.8	52.5	4.9	69.4		
Female	180	100.0	4.7	37.9	46.2	11.2	72.2		
Racial/Ethnic Group									
White	332	100.0	6.9	34.7	50.2	8.2	71.6	Yes	Yes
African-American	26	100.0	16.0	36.0	40.0	8.0	68.0	I/S	I/S
Asian/Pacific Islanders	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	340	100.0	5.0	34.4	52.3	8.4	74.0		
Disabled	32	100.0	34.5	44.8	17.2	3.4	34.5	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	372	100.0	7.4	35.2	49.4	8.0	70.7		
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	371	100.0	7.4	35.2	49.4	8.0	70.7		
Socio-Economic Status									
Subsidized meals	96	100.0	9.6	47.0	41.0	2.4	61.4	Yes	Yes
Full-pay meals	276	100.0	6.7	31.6	52.0	9.7	73.6		

Mathematics - State Performance Objective = 15.5%									
All Students	372	100.0	8.5	48.0	29.0	14.5	63.4	Yes	Yes
Gender									
Male	192	100.0	7.1	45.4	31.7	15.8	68.9		
Female	180	100.0	10.1	50.9	26.0	13.0	57.4		
Racial/Ethnic Group									
White	332	100.0	7.9	47.3	29.7	15.1	65.6	Yes	Yes
African-American	26	100.0	20.0	48.0	24.0	8.0	44.0	I/S	I/S
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	340	100.0	7.4	46.7	30.0	15.8	66.6		
Disabled	32	100.0	20.7	62.1	17.2	0.0	27.6	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	372	100.0	8.5	48.0	29.0	14.5	63.4		
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	371	100.0	8.5	48.0	29.0	14.5	63.4		
Socio-Economic Status									
Subsidized meals	96	100.0	12.0	54.2	21.7	12.0	51.8	Yes	Yes
Full-pay meals	276	100.0	7.4	46.1	31.2	15.2	66.9		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	125	99.2	4.4	26.3	59.6	9.6	69.3
	Grade 4	126	100.0	13.8	45.5	38.2	2.4	40.7
	Grade 5	116	100.0	10.1	66.1	22.9	0.9	23.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	108	100.0	1.0	14.4	64.4	20.2	84.6
	Grade 4	137	100.0	10.4	38.8	46.3	4.5	50.7
	Grade 5	127	100.0	12.0	48.8	38.4	0.8	39.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	125	100.0	6.1	43.9	28.9	21.1	50.0
	Grade 4	126	100.0	7.3	48.0	31.7	13.0	44.7
	Grade 5	116	100.0	6.4	45.9	31.2	16.5	47.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	108	100.0	7.7	54.8	32.7	4.8	37.5
	Grade 4	137	100.0	8.2	44.0	27.6	20.1	47.8
	Grade 5	127	100.0	12.0	46.4	26.4	15.2	41.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 376)				
First graders who attended full-day kindergarten	N/R	N/C	100.0%	100.0%
Retention rate	1.0%	Up from 0.5%	1.9%	2.7%
Attendance rate	97.2%	Up from 96.1%	96.9%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.1%		2.5%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	0.8%		2.8%	3.5%
Eligible for gifted and talented	24.3%	Down from 26.4%	26.7%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	5.2%	Down from 5.4%	6.5%	8.2%
Older than usual for grade	0.8%	Up from 0.3%	0.5%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 21)				
Teachers with advanced degrees	42.9%	Up from 42.1%	54.5%	51.4%
Continuing contract teachers	81.0%	Up from 73.7%	87.7%	87.5%
Highly qualified teachers**	95.0%	N/A	96.6%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	N/A	N/A	88.3%	86.7%
Teacher attendance rate	98.7%	Up from 97.8%	95.6%	94.9%
Average teacher salary	\$40,173	Up 2.4%	\$41,991	\$40,760
Prof. development days/teacher	10.0 days	Down from 13.8 days	12.8 days	12.4 days

School				
Principal's years at school	2.0	Up from 1.0	6.0	4.0
Student-teacher ratio in core subjects	21.9 to 1	Down from 23.8 to 1	20.4 to 1	18.9 to 1
Prime instructional time	95.4%	Up from 93.4%	91.3%	90.0%
Dollars spent per pupil*	\$4,625	N/A	\$5,961	\$6,044
Percent of expenditures for teacher salaries*	56.3%	N/A	65.4%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	98.4%	Up from 97.3%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	94.3%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The mission of Powdersville Elementary in cooperation with parents, teachers, staff, students, and the community is to acknowledge the uniqueness of the individual, provide challenging and diverse educational experiences in a safe environment, and nurture a desire for learning as each individual becomes a contributing member of society. This mission is exemplified in our school motto, "Powdersville Elementary P R I D E: Producing Responsible Individuals while Developing Excellence." Character Education is essential in developing responsible students. Each day a new character word is introduced by our news anchors on our student operated daily news program, WTLP. We're The Lion Pride network, and our teachers integrate those character words into their classroom instruction.

Our theme for the 2003-2004 school year was "Safari Sensations to Success". We received a \$6000 EIA Unit Grant of the same title that addressed a variety of problem-solving strategies that could be applied across the curriculum. Our goals were to improve basic math and problem-solving strategies and to have every student apply the Big 6 method of research to complete two research projects. We began by providing our teachers with staff development in the Big 6 so that they could assist our students. Our media specialist in collaboration with our teachers worked as partners to instruct the students about the Big 6 research method. Our students worked very hard all year to achieve their math and research goals. 81% of our students reached their math goals and 100% completed two research projects that included a power-point presentation with each project. The grant was a huge success!

Our students excelled in other areas also:

District Writing Contest winner and Lt. Governor's Writing Contest winner
Winner in Keep America Beautiful Anderson County Anti-Litter Art Contest
8 students attending the AOP Regional Science Fair received a Gold or Silver medal

100% of our students read at least 3 books nominated for SC Children's Book Award

Over \$5000 was contributed to Jump Rope for Heart

Students/ teachers/staff contributed to Pennies for Patients, BEAR Drive sponsored by SC Highway Patrol, Toys for Tots, and our own Lion's Share

210 lbs of dog/cat food was contributed to the Animal Shelter

4th and 5th grade Chorus performed for our school and area malls and nursing homes

Third graders presented Readers' Theaters to the parents, Fourth grade participated in a Thanksgiving Feast to culminate their unit on the Pilgrims, and Fifth grade participated in a Wild West Day to complete their unit on the Pioneers

Participation in READ Across America

Pen-pals

Family Math Night and Family Research Night

Homework Center and YMCA After-School Program

The support of our incredible PTSO and SIC is invaluable to our school. Their volunteer and fundraising efforts are tireless and a wonderful model for our students. Our school could not be as successful without their support.

Debra T. Gill, Principal Patricia Tutterow, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	25	121	64
Percent satisfied with learning environment	96.0%	84.3%	93.3%
Percent satisfied with social and physical environment	96.0%	81.0%	88.5%
Percent satisfied with home-school relations	96.0%	85.1%	75.8%

*Only students at the highest elementary school grade level at this school and their parents were included.